DOCUMENT RESUME

ED 210 135 RC 013 037

AUTHOR Hay, Gloria A.; Apps, Jerold W.
TITLE The Role of the Adult Educator in Promoting Growth in Rural Community Problem-Solving Groups.
INSTITUTION Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.
SPONS AGENCY Department of Agriculture, Washington, D.C.
PUB DATE Jun 81
NOTE 28p.
AVAILABLE FROM Agricultural Bulletin Building, 1535 Observatory Dr., Madison, WI 53706 (R3118).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; *Adult Educators; *Citizen Participation; *Community Problems; Extension Education; Group Dynamics; *Group Guidance; Leadership; Leadership Training; *Problem Solving; Rural Areas; Rural Development; *Rural Education; Self Actualization; Teacher Characteristics
IDENTIFIERS Wisconsin

ABSTRACT

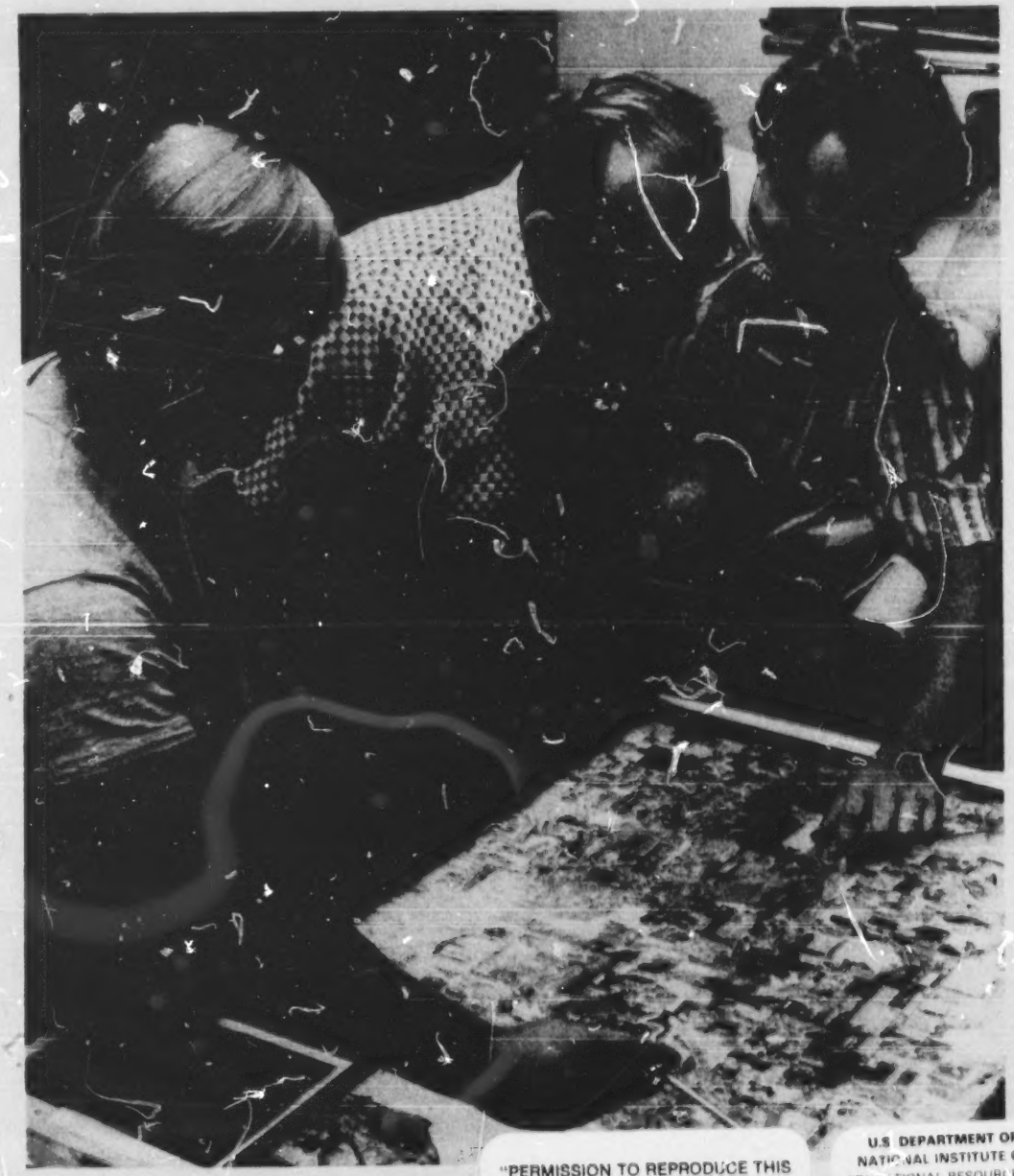
Three discrete but related studies contribute to the larger research question of how adult educators can help community problem-solving group members gain new skills and compentencies as they work together on community problems. The first study addresses defining individual growth in the context of rural community problem-solving groups and identifying indicators of individual growth. The second study examines how an educator might introduce educational activities into the community problem-solving situation and how these activities influence group growth. The third study examines the relationship between certain educator personality characteristics or styles and participant growth. Data suggest individual growth and growth of the group as a whole can be realized to a greater extent when the educator deliberately works toward educational goals and is alert to attitudes and behaviors both conducive and detrimental to learning. Findings have implications for improving adult education in rural problem-solving groups and for teaching adult educators themselves. Synopses of Wisconsin case studies (six illustrating individual growth in rural community problem-solving contexts and nine illustrating the influence of adult educators on group growth) and data summarizing the relationship between adult educator's self-actualization and growth in community problem-solving groups are appended. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210135

The Role Of The Adult Educator In Promoting Growth In Rural Community Problem-Solving Groups

Gloria A. Hay
Jerold W. Apps



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jerold W. Apps

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC 013037

Contents

Introduction and Definitions . . . 3

The Community as an Educational Setting . . . 5

Design of the Study . . . 6

- What Are the Indicators of Adult Growth? . . . 6
- To What Extent Can the Adult Educator Influence Adult Growth? . . . 7
- Is There a Relationship Between Self-Actualization and Participant Growth? . . . 8

Learning Outcomes from Community Problem-Solving Participation . . . 10

- Definition and Measurement of Adult Growth . . . 10
- Relationship Between Problem Solving and Intragroup Growth . . . 11

Adult Educator Influence on Learning . . . 13

- Educator Functions . . . 13
- Educator Styles . . . 14
- Relationship of Educator Function and Styles to Group Growth . . . 15

Questions for Future Research . . . 17

Appendix A—Case Studies, Toward a Definition of Individual Growth in the Rural Community Problem Solving Context . . . 18

Appendix B—Case Studies, The Influence of the Adult Educator on Group Growth in Community Problem Solving . . . 20

Appendix C—Tables, The Relationship Between the Adult Educator's Self-Actualization and Growth in Community Problem-Solving Groups . . . 23

References . . . 25

The research on which this publication is based was funded by the University of Wisconsin-Madison College of Agricultural and Life Sciences and by Hatch Funds for Project 2185.

BEST COPY AVAILABLE

Introduction and Definitions

This monograph is based on research that examines how adult educators can help community problem-solving group members gain new skills and competencies as they work together on a community problem. Rather than the usual concentration on how to solve problems by group effort, this research focuses on how education gained through participation in community problem-solving groups helps group members function more effectively in other areas of their lives as well as in the problem-solving group.

Three discrete but related studies have been undertaken to contribute to the larger research question. The first study confronts the question of how to define individual growth in the context of the rural community problem-solving group and identifies indicators of individual growth. The second study examines how an educator might introduce educational activities into the community problem-solving situation, and how these activities influence group growth. The third study examines the relationship between certain educator personality characteristics or styles and participant growth. In each of these studies growth is seen as progressive development, including cognitive and/or affective changes occurring within individuals, groups, or communities. In accord with Dewey, it includes constant expansion of horizons, formation of new purposes and new responses.

The immediate outcome of the group efforts observed in these studies was that a community problem was recognized, examined, and solved with the assistance of an adult educator. Perhaps more important than this outcome, the participants also learned to select leaders, assess possible courses of action, decide between alternatives, implement ideas, work cooperatively, appreciate their neighbors' viewpoints, and have improved mastery over their lives and surroundings, which were more important learning outcomes than finding the solution to a particular community problem.

Quotes excerpted from interviews with problem-solving group members reveal some of the changes members noted in their own attitudes and behaviors as they worked in the groups:

"When you get to know people, things work smoother and better."
—increased communication between neighbors

". . . you always think, let someone else do it, and nobody else was coming forth, so I felt, in a way, maybe I can do something."
—greater willingness to accept responsibility

"You begin with illusions and as they're tested you're relieved of illusions and you get a better understanding of reality."
—heightened perception of the appropriate

"I would stay away from government aids . . . Let the people themselves do it, in the community. Let them support it. It does something for them. When we get it all done, with the stress and strain, you say WE did this. It's OUR building. It does something to the people."
—less dependency on outside sources

"When we began I really didn't know the county . . . now I know the county dynamics . . . much more intimately."
—increased knowledge of community interactions

The case studies, surveys, and observations provide evidence that an adult educator can encourage the growth of participants while working toward solving a community problem. The data also suggest that individual growth and growth of the group as a whole can be realized to a greater extent when the educator deliberately works toward educational goals and is alert to attitudes and behaviors conducive to learning as well as to those that are detrimental. The studies described herein examine the role of the professional adult educator to discover those educator behaviors that are most likely to increase participant learning. The findings from these studies have implications for improving adult education in rural problem-solving groups and for teaching adult educators themselves, in terms of both their initial education and later in-service needs.

Definitions

The following definitions are used for concepts in this study:

Rural Community: A population cluster located in a county or a group of contiguous counties that have no population center of more than 50,000 people. According to the 1970 census, 59 of the 72 Wisconsin counties fit this description. Populations which meet these criteria are classified as "rural non-metropolitan" according to the 1970 U.S. Government Census Bureau definition.

Individual Growth: Progressive development, including cognitive and/or affective changes occurring within individuals as a result of life experiences or education.

Intragroup Growth: The increasing capacity of the group to act as a functional whole, including integration of emotion, rational thought, and action; it includes increased sharing of responsibility and leadership.

Community Group: A collection of individuals who have voluntarily decided to attempt to solve a community problem. The group may be a service organization, a committtee of such an organization, a church group, or a leisure group. The group may be formed specifically to focus on a particular community problem. It may function under the auspices of a governmental agency or it may function independently.

Community Problem: A social or economic concern that exists in the community. Initially, the concern may or may not be recognized as a problem by all citizens of the community. The criterion for including or excluding a community problem is, in general, whether or not the solution will benefit the larger community.

Adult Educator: A professional person who, by purposeful effort, seeks to assist others in improving skills, knowledge, performance, or sensitivity. The educator may live inside or outside the community and may be employed by an agency or organization such as University Extension, a community college, church, public school, or community action program. The person may work full or part time as an adult educator.

Education: Systematic, planned, sequential activities leading to new or increased abilities.

Learning: The acquiring of new knowledge, skills, or insights by purposeful study, instruction, or experience.

Incidental Learning: The acquiring of new knowledge, skills, or insights as an indirect or secondary result of associated study, instruction, or experience.

The Community as an Educational Setting

Long before institutions were entrusted with the role of education, people learned casually and naturally in their everyday environment. Even today, with the profusion of institutions dispensing education, most adults leave the institutionalized learning settings in their second decade of life, but their education continues in their own neighborhoods. Their work, leisure, and general survival pursuits offer incidental learning opportunities which some adults utilize to great advantage. A surge of interest in opportunities for learning over the entire lifespan has led to a deeper interest in understanding how learning occurs in community groups that meet for purposes other than education, and how the educational aspects of these groups can be enhanced.

The use of natural social settings, such as a community problem-solving group, for educational purposes is supported by John Dewey, who says that performing a function with a real motive behind and a real outcome ahead is far superior in advancing learning than classroom exercises.[1] While the backgrounds and abilities of participants vary, these volunteers have what Dewey calls the unifying force of shared aim, together with the motivation to examine courses of action and to implement a solution to a community problem they care about.

Howard McClusky, in *The Adult as Learner*, explains how problem-solving facilitates adult learning:

> "A problem—something requiring solution or choice of action—can be regarded as the natural unit for adult learning. A good part of an adult's life consists of having to confront difficulties for which there are no standard or habitual solutions. In fact, the 'what to do' quandary constitutes the very stuff of adult living. Out of the problem, therefore, comes much of the motivation, process, and content of adult learning. To be most effective the problems must be those of the learner, because it is his own problem which stirs the learner to make the most active and relevant response... Part of the task of adult learning, then, is a derivative of the psychology of problem-solving. First, there is a felt need; next, its assessment and definition; then the proposal and testing of suggested solutions; and finally the validation and acceptance of the preferred solution. These are the psychological as well as procedural stages through which the adult learner must move in developing a manageable resolution to the problems of his life."[2]

Dewey, writing much earlier, insisted upon the superiority of learnings that arise spontaneously and inevitably in natural settings: "There is something to do, some activity to be carried on, requiring natural divisions of labor, selection of leaders and followers, mutual cooperation and emulation. In the schoolroom the motive and the cement of social organization are alike wanting."[3] Dewey recommends for both learners and educators what he considers more important than information acquisition: the cultivation of attitudes that are most favorable to inquiry. He identifies these as open-mindedness, wholeheartedness, and responsibility.[4] These qualities are not easy to encourage in a fixed and rigid environment. They are most likely to be developed in social and physical environments where cooperation and adaptability are useful in an immediate, concrete way. The community problem-solving group provides just such a human context. Here the educator has an opportunity to encourage the attitudes Dewey says are so vital to learning.

Cyril Houle, in *Design of Education*, notes the wider educational possibilities of the community problem-solving group:

> "The attempt to use community improvement as a basic strategy of program design in adult education has had many different starting points. The focal idea is that residents in a community (which may be variously defined in geographic or social terms) should be helped to act collectively to solve some problem which affects the lives of all of them. In planning and undertaking this task they achieve tangible results, but if the process is skillfully handled, they also learn how to attack other problems and are motivated to do so by their feeling of success in their initial efforts. The strategy of community development follows Dewey's problem-solving approach and is in a sense an application of his method. The people of a locality become aware of its imperfections...they mobilize their forces to cope with their difficulties. Either by themselves or with specialist help, they define their problem, collect and analyze the data relevant to it, examine various possible solutions, choose one, put it into effect, and subsequently evaluate their progress. The habits of association or organizational structure which they have developed to cope with this problem then continue in being...[When a new problem arises] they use both the knowledge of themselves and of their community and the method of attack which they have learned in dealing with the first problem."[5]

Malcolm S. Knowles suggests that adults learn best when: (1) they feel a need to learn; (2) the learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences; (3) they perceive the goals of the learning experience as their goals; (4) they accept a share of the responsibility for planning and operating a learning experience; (5) they participate actively; (6) they make use of their experiences; and (7) they have a sense of progress toward their goals.[6] Most of these conditions are present in community problem-solving situations. As a consequence, these settings are likely to be conducive to continued learning, which this study examines from several vantage points.

Design of the Study

In order to examine in depth a number of questions about the role of the professional adult educator in promoting growth while working with rural community problem-solving groups, the investigation was conducted in three phases. Different methodologies were used in each phase, but the same assumptions undergird all three. Assumed throughout all the research are the ideas that

> The *need to grow* exists in human beings throughout their lives, but obstacles often stand in the way of growth. Education is a means to overcome these obstacles, and it is more than this. It is, as Dewey maintains, an end in itself.
>
> The *educator* can assist or impede the educational process. In the problem-solving group, the educator transacts with the participants; that is, the educator influences the participants and they influence the educator. Both transact with the community itself.
>
> The *community* is a natural place for education to occur, and within this setting, deliberately planned activities can be introduced to advance learning. The educator's *role* is to provide a climate and experiences conducive to learning and to use the problem-solving setting in a deliberate manner to advance participant learning as well as solve a specific community problem.

The research project was developed so that each of the three phases, while discrete, would contribute to a larger question. This form of group research avoids what Samuel Strauss calls the tendency for researchers to "start their own little projects without much regard for what has been done before, leaving bits and pieces of studies strewn everywhere."[7] It is an attempt by professor and students to work over a number of years in a single area in order to build up a more substantial body of knowledge.

The research orientation for the first two phases is intuitive or qualitative, and is similar to what Severyn Bruyn calls an inner orientation to research. Using this approach, the researcher "does not initially explain his data in impersonal categories or definitive concepts; rather he usually finds it more cogent to express his data in personal terms in the form of a portrait or an illustrative story."[8] Because of the paucity of research on the educational potential of community problem-solving groups, no hypotheses could be derived from existing literature. As a result, the first phases of the research focused on generating hypotheses.

What Are the Indicators of Adult Growth?

The first phase (*Toward a Definition of Individual Growth in the Rural Community Problem Solving Context*, Chere Campbell Coggins)[9] confronted the question of how to define individual growth in the context of rural-community problem-solving. This task required identifying indicators of growth, observing the relationship of individual growth to the problem-solving process, and identifying functions the educator might assume to maximize growth. A conceptual definition of growth posited by John Dewey as "constant expansion of horizons and consequent formation of new purposes, new responses"[10] was used to develop the operational definition. This study's design was based on the grounded-theory methodology as developed by Glaser and Strauss.[11] It is an inductive approach that focuses on social interaction and observations to build theory grounded in data. In other words, a theory is built to fit the situation, rather than utilizing an established theory to describe what is occurring.

The grounded-theory methodology uses constant comparison of similar and dissimilar events and situations. From a large collection of field data, the researcher generates a number of categories potentially useful to the study. As the researcher continues to work with the data, various properties of these categories are developed. The theory-building process relies on what Glaser and Strauss call "comparative analysis." Within the relevant categories, data from different situations are compared. The similarities and differences which emerge from this process of constant comparison are then used to generate hypotheses. These hypotheses suggest possible explanations for the similarities and differences and are later combined into a theory.

The use of comparative analysis necessitates collecting data from a variety of situations, ranging from quite similar to quite different. Data collection begins with a limited number of pre-selected situations. Then other situations are sampled, either to maximize or minimize similarities to data already collected. All data are not collected first and then analyzed. Analysis proceeds hand in hand with data collection. This analysis provides the emerging theory, which in turn suggests the kind of data needed next. This sampling technique aims toward category saturation. That is, the researcher aims to collect data on relevant categories until no new information is received. As long as new information is received, he continues to collect additional data from similar or different situations.

The primary interviewer and a secondary coder familiar with the aims and assumptions of the larger project analyzed the data. Triangulation, or the use of multiple methods, data types, and/or multiple observers, was employed to enhance internal validity, along with constant cross-checking of a participant's information with that provided by fellow participants and written records of the meetings.

To What Extent Can the Adult Educator Influence Group Growth?

The second phase (*The Influence of the Adult Educator on Group Growth in Community Problem Solving*, M. Donald Campbell)[12] initially sought to determine ways an educator might introduce educational activity into a community problem-solving situation. It then sought to determine the influence of this activity on growth of the group. This focus is different from the first phase, which dealt with individual growth. At the beginning of this phase, an exploratory study was conducted to generate hypotheses for future testing from field data collected in accord with the Glaser and Strauss grounded-theory methodology. In addition to the grounded theory, this study used relevant literature to help with the interpretation of data and to give broader conceptual meaning to the data as they applied to group-growth and adult-educator frameworks. Two frameworks were developed, one for understanding the phenomenon of group growth and another for assessing the functions and styles of the adult educator.

In the first phase, tapes of post hoc interviews with community problem-solving group participants and notes from participant observation of the groups were reviewed to identify instances of growth. Comparing new data with previously collected data provided insights into apparent instances of growth that could be examined to confirm or refute the emerging categories and properties of the model of individual growth generated from the data. Growth was looked on as a continuum with regression at one end and progression at the other. Movement toward the progression end of the continuum is seen as indicative of the participant's realization of growth potential, while movement toward the regression end is indicative of a decline in abilities. Movement toward either end of the continuum does not insure continued movement in the direction observed. Participants may regress initially, then progress, or vice versa.

At the beginning of the study, 15 problem-solving groups were examined, two of which were selected for in-depth study. (See Appendix A.) These two groups were selected because they differed from the other 13 groups in their purposes and directions. One group dealt with

BEST COPY AVAILABLE

health care and was an out-growth of University Extension work. The other was church-related and dealt with relocation of a Vietnamese family. Informant interviews totalled 40 in all. The open-ended questions used in these interviews addressed the processes of community problem solving and the impact of the problem-solving activities. Documents, such as minutes of meetings and newspapers articles, were studied to confirm or contradict informant recollections. Data were constantly compared to allow generalities or "mini-hypotheses" to emerge, which provided direction for further data collection.

For this phase, 10 community problem-solving situations in small Wisconsin communities were studied. (See Appendix B.) First, the educators were interviewed to identify group goals, activities, results, and names of group members. Additional qualitative data consisted of participant interviews, which were supplemented by observations of the group meetings and analyses of relevant documents. Comparisons of detailed field data from five of the problem-solving groups generated hypotheses.

The group growth models that emerged from the study had two dimensions: growth toward solution of the community problem, and growth toward solutions to problems within the group itself. Although interrelated, both dimensions of growth were assumed to be distinct. For example, the educator may essentially solve the problem for the group, but this situation may not increase the capacity of the group to solve future problems. Or the group may arrive at a suitable solution it cannot implement due to intragroup conflicts which members have not yet developed sufficient skill to overcome. Group growth was viewed on a continuum similar to the individual growth continuum, encompassing regression, plateau, and progression. The plateau stage corresponds to Dewey's "intervals of pause and rest."

The adult-educator model was five-dimensional, dealing with what was done, how, when, where, and with whom. Within the "what" dimension were eight functions an educator might perform. Four were internal: organizing, training, encouraging, and conciliating. The four external functions dealt with achieving a solution to the problem that was the focus of group efforts.

The "how" dimension refers to educator style—the way the educator interacted with the group. Four styles emerged from the five primary case studies, and they are not to be considered an exhaustive list of educator styles. Three of the styles were considered educational. They were the *information provider, facilitator,* and *demonstrator.* The fourth style, considered non-educational, is the *doer,* which applied to the educator who actively solves the problem but does not attempt to show the participants how or why.

Is There a Relationship Between Self-Actualization and Participant Growth?

The third phase of the study (*The Relationship Between the Adult Educator's Self-Actualization and Growth in Community Problem Solving Groups,* Ronald M. Jimmerson)[13] combined qualitative and quantitative methodologies. It focused on the relationship between the personality characteristics of the adult educator and growth of those participating in community problem solving. This phase of the study utilized what Campbell and Stanley[14] term a static group-comparison design. Groups were compared on the basis of growth measures taken at one point in time. This phase departed from the grounded-theory methodology used in the first phase and from the combination methodology of the second phase. Here, literature was used to develop each of the definitions and to suggest directions for the investigation. The work of a number of authors (Biddle and Biddle,[15] Franklin,[16] Combs,[17] and Rogers[18]) who discuss personal characteristics of successful educators was used to develop the theoretical framework. These authors suggest that the effective educator has a positive self image and a positive view of and concern for others, and focuses on processes rather than solutions. They describe the effective educator as dynamic, self-motivated, independent, responsible, creative, trusting, present-oriented, and able to deal with conflict. These characteristics are very similar to those described as self-actualizing by Maslow. For this reason the concept of self-acutalization was used as the basis for examining educator personality characteristics. A correlational methodology was selected for this investigation because it offered three advantages: 1) it permits the measure of several variables and their relationship simultaneously; 2) it provides information concerning degree of relationship between variables; and 3) it permits statistical control of variables that one wishes to hold constant without changing the field situation. A design of this type does not allow for definitive cause-effect statements. However, the resultant correlation coefficients show the direction and strength of relationships between variables and can be used to make predictions.

Educator self-actualization was measured using the Personal Orientation Inventory developed by Everett Shostrom.[19] (See Appendix C.) This is a self-report instrument that measures a person's tendency to act on his own principles and motives rather than responding to a wide variety of pressures. It also provides a picture of time competency, which is the tendency of a person to live primarily in the present.

Group interdependence was selected as the dependent variable in this third phase of the study. Based on the works of Thelen[20], Franklin[21], and Biddle and Biddle[22], the *interdependent group* was defined as one which coordinates the efforts and contributions of individual members through the authority of shared ideas and actions. Indicators of growth in interdependence included participation in the problem-solving process by all members of the group, shared leadership responsibilities, and ability to deal with powerful individuals both within and outside the group. Group interdependence was examined using a self-report, five-item Likert-type scale developed for this purpose. Two pretests were carried out to test the instrument and to refine it. Other group traits were also examined: problem complexity and success of the group as rated by the Extension agent; group size and age; frequency of meetings; the group's perception of the importance of the problem. Certain individual traits were considered: level of involvement in the group, percent of meetings attended, familiarity with other participants, influence in the group, and satisfaction with the group progress; member age; involvement in other problem-solving groups; and member's tenure in the group.

Twelve rural community problem-solving groups working with University of Wisconsin-Extension agents were studied. The groups were selected on the basis of (1) location, (2) having an Extension agent serving as educator, and (3) having a solution to a community problem as its objective. In addition to the empirical data provided by the various instruments administered, additional data were obtained through interviews with the agents.

This third phase used findings from the first two phases to operationalize the variables of individual growth and group growth. One-way analyses of variance comparing the 12 groups were computed to determine whether the groups differed significantly in their growth scores. The null hypotheses were tested by computing the Pearson product-moment correlation coefficient. Statistical analyses using data from the measurement instruments were combined with the examination of the interview data to reach conclusions about the relationships between variables.

Learning Outcomes from Community Problem-Solving Participation

Definition and Measurement of Adult Growth

Since the larger research project examines the role of the educator in promoting growth in the rural problem-solving group, the first phase of the study attempted to answer very basic questions about the phenomenon of individual growth:

(1) What is individual growth in the context of rural-community problem-solving efforts? What are the dimensions of individual growth?
(2) What are the indicators of individual growth in the community problem-solving setting?
(3) What is the relationship of individual growth to the problem-solving processes that occur? What factors are related to this growth?
(4) How might growth be enhanced? What functions might the educator assume to increase the growth of individuals?

A model describing growth emerged from the data analysis. Its categories and their properties are:

INDIVIDUAL GROWTH	Stance Toward Self	Self-awareness Sense of personal worth Concern for self-development
	Stance Toward Others	Understanding of others Appreciation of others Concern for others Interdependence
	Stance Toward Life	Depth of involvement Future involvement Courage to fail
	Stance Toward Knowledge/ Process	Knowledge of problem-solving processes Appreciation of problem-solving processes Other knowledge

Stance Toward Self

The properties of the Stance Toward Self category correspond to indicators of individual growth suggested in the literature, particularly by Fromm[23], who says that knowing who you are, your strengths and weaknesses and integrity, and your sense of acting on your identity, constitute an indication of growth. When growth was viewed from this perspective, it appears that participating in a problem-solving group significantly affected some individuals. Changes in the sense of identity of participants, were recorded in the field interviews.

For example, one participant said: "I'm a pusher. I'm always disappointed that people can't move as fast as I would like to have them. This was pointed out to me." Another participant expressed surprise at discovering a capability for influencing people. He had been successful in raising funds for the group enterprise from businesses which previously had not contributed to community efforts. A 70-year-old man related with pride and misty eyes that he looked at himself differently since the problem-solving group asked him to help: "I have been here a long time, and I know a lot of people and they knew me...and somehow they thought I could do some good." He was proud of being asked to help and he did help, taking part in a community problem-solving effort for the first time in his life. A desire for continued self-development resulted for some participants. One minister said he became involved in studying transactional analysis after several incidents in the group called to his attention his need for help in communications and inner-group relationships.

Stance Toward Others

The field data from which the Stance Toward Others category and its properties emerged contained such statements from participants as: "I would say there were a lot of people who showed signs of leadership...who I would not have identified that way." Disappointments, too, were revealed. One participant, for example, said individuals who offered to act as chaperones did not come forth when they were needed. Another participant said he learned a lot about the uniquenesses of individuals: "You learn that everyone doesn't think like you do." Growth in appreciation of one another was manifested in participant comments, some of them about the Vietnamese family. One woman noted: "I think about them, the Vietnamese, in a very good feeling." Another, discussing a young girl in the Vietnamese family, said simply: "And I loved her." Many participants increased their concern for others: "I'm just not the volunteer type... You always think let someone else do it, and nobody else was coming forth, so I felt, in a way, maybe I can do something." Regression, too, was noted, particularly in participants' perception that their concern for others was not appreciated. The property of interdependence was also observed in participant statements: "I learned to see the beauty of being able to work with other people," and "I learned that if a group of individuals really got together and cooperated, they can do anything." The participants who recognized the benefits of increased interdependence, expressed a desire to broaden the group efforts: "...If we'd had the total cooperation of the whole county it would have been going a lot faster."

Stance Toward Life

Participant observations used to construct the Stance Toward Life category support the literature (Allport,[24] Rogers[25]) that suggests a growing person becomes more active, open, interested, and future-directed. This type of growth is exemplified by the 70-year-old man mentioned earlier. After his initial experience, he overcame his reluctance to participate and become involved in other community affairs. Another man described his new depth of involvement succinctly: "I discovered that there was more to life than sitting on your butt in front of the television." In terms of future orientation, several participants noted that they learned it was necessary to look further into the future: "...Had we had the foresight to go ahead with the thing (sanitary system) when it was first suggested, we would have the system now." Courage to fail was evident in many participants who spoke of being uncertain as to whether the goal could be accomplished, but who were willing to forge ahead anyway. In retrospect, many were amazed at their persistence when success was far from certain.

Stance Toward Knowledge/Process

The category of Stance Toward Knowledge/Process and its properties are described fully in the literature (Bennett and Nelson,[26] Maier[27]) and illustrated well by participant statements. Many process learnings were revealed, including participants' recognition that they could not do all the tasks alone and that delegating responsibilities was a better way to get tasks done. Similarly, group members learned that adequate funding and adequate professional help in some areas are essential to problem solving. Members of all groups stressed the importance of good communications and of involving as many other members of the community as possible. Interesting "other knowledge" was acquired by many participants, such as the member who learned about the restoration of old buildings, and a number of participants who learned about the functions of local government, county dynamics, and the scope and implications of zoning ordinances. Some spoke of learning a great deal about a foreign culture while working with the Vietnamese family.

General Findings

Many interrelationships were noted between the categories. Growth in one category appeared to increase the potential for growth in another, while growth in the secondary category led to even further growth in the primary category. For example, growth in Stance Toward Self seemed a prerequisite to growth in Stance Toward Others. However, as insights regarding others increased, the participants showed further growth in understanding themselves. Stance Toward Knowledge/Process appeared to be a vehicle for growth in other categories, but it was not a prerequisite.

All groups did not show similar individual-member growth patterns. One reason for this difference lies in the nature of the problem that motivated the group to form. In general, the greater the community's interest in the problem, the greater the growth of members in the problem-solving group. Prior knowledge and experiences also greatly influenced learning outcomes and success in problem solving. In some groups, participants were already familiar with the problem-solving process, while in other groups they were not. The research confirms the obvious: Where one goes in terms of individual growth is affected by where one started and where one has been.

Relationship Between Problem Solving and Intragroup Growth

With individual growth defined and described, the second stage of phase two moved toward developing a framework for understanding the phenomenon of group growth within the community problem-solving context. Although a group consists of a collection of individuals, there are interactions in groups that are unique to the group itself. The same individual will interact differently depending upon which group (family, union, tennis club, problem-solving group) in which he is participating. Additionally, a group is more than the sum of its individual members, which is exemplified in the language when someone refers to an instructional group or any other group as "good" or "bad." The students or teachers in an instructional group do not mean the individuals are good or bad. Instead, they mean the group experiences were beneficial or poor.

In the second stage of the study, group growth was measured as an entity distinct from the growth of individual members. It was operationally defined as developing the capacity of the group to solve increasingly complex problems. This concept encompasses operations within the group as well as the search for a solution to the community problem the group convened to solve. Both dimensions of growth, intragroup and problem-solving, were examined.

Several dimensions of intragroup growth were examined. One was the ability of the group to act as a functional whole. Both the literature (Biddle and Biddle,[28] Bion,[29] Thelen[30]) and field data suggest that this ability is dependent upon the quality of the group relationship, particularly the members' sense of belonging and how members perceive the importance of their contributions to the group effort. In addition, the number of participants was seen to affect the group's ability to function as a whole. Too few participants hampered group growth and effectiveness by placing too many burdens upon too few persons, while too many members made decision-making unwieldy. Intragroup growth, then, was seen as an increasingly successful integration of emotion, rational thought, and action (Thelen[31]).

Leadership was also examined, both qualitatively and quantitatively. The qualitative aspect of leadership included being in touch with reality while guiding the group through the experimental method of decision making. It also included discovering the resources the group members possess, and coordinating them (Thelen[32]). The quantitative aspect dealt with the number of persons assuming leadership functions, and the sharing of these functions by numerous participants at different stages of the problem-solving process.

Growth in problem-solving is examined by noting whether the group was able to deal with a second problem successfully. Merely finding a solution to the initial problem did not constitute evidence that growth had occurred. Problems can be solved with ease—and no growth—in instances in which the problem lends itself to a quick, easy answer or in instances where someone in the community has the capacity and willingness to solve it for the group. Conversely, a problem can elude solution because of community inertia or resistance. Therefore, group growth on problem solving was examined over time with the group's ability to solve a second problem on its own initiative providing evidence of growth in the problem-solving process (Houle[33] Biddle and Biddle[34])

Data analysis indicates that the problem-solving groups grew more on the community problem-solving dimension than on the intragroup dimension. Decisions in the intragroup area appeared to be difficult for all the groups. Interestingly, all of the groups showed significant growth on relationships with the community. This growth included the ability to work successfully with other citizen groups and local governmental bodies. This was examined by evaluating each group's relationships with other groups in the community to see if cooperation or conflict had been achieved. Evidence of growth in this dimension included the ability to apply pressure upon other groups when needed, but to do so with enough restraint that future cooperation was not impaired.

The second and third phases of the research examined the adult educator's role in promoting the growth of problem-solving groups and of individuals in the groups. The second phase (*The Influence of the Adult Educator on Group Growth in Community Problem Solving*, M. Donald Campbell) sought to determine ways in which an educator can introduce educational activity into a community problem-solving situation. It then sought to determine the relationship of that activity to group growth. This study involved five primary case studies of problem-solving groups in rural Wisconsin areas. Another five groups were examined for comparison with the primary case studies.

The adult educators observed in the primary case studies were (1) a Roman Catholic priest, (2) a Protestant pastor, (3 and 4) two University of Wisconsin-Extension resource agents, and (5) the president of an environmental group. The community problem-solving projects they had undertaken were (1) a land-use project including a proposed sewage system and housing improvements, (2) relocation of a Vietnamese family into the community, (3) formation of a sanitary district in an effort to obtain municipal sewage service, (4) an effort to obtain a county zoning ordinance in regard to mobile-home locations, and (5) an attempt to establish a sanctuary for bald eagles. (See synopses in Appendix B.)

The educators observed in the case studies worked with the groups on a continuing basis, which is a role quite different from that of a consultant or a resource person who has limited involvement with the group. The adult educator's role was looked at first from five dimensions that formed a framework for the range of educator functions: what, how, when, where, and with whom.

Educator Functions

The "what" dimension involves various functions an educator might perform in the community problem-solving context, eight of which were identified in the study. Four of the functions are called internal functions because they deal with intragroup problems. The first internal function, *organizing*, included all efforts by the educator to form and maintain the group. Examples of the organizing function included recruiting members, publicizing group efforts, and securing a suitable meeting place. The *training* function included helping participants develop leadership skills and improved sensitivity, and helping group members understand an applicable problem-solving model. The *encouraging* function includes building group confidence, stressing the importance of the group effort, urging perserverance when immediate successes are not forthcoming, and listening empathetically while problems are articulated. This function is exemplified by the comment of a participant who was facing what looked like insurmountable obstacles in the problem-solving process: "He (the educator) heard me out at my low points." Just listening may appear to be a passive response, but there is evidence that it is one of the encouraging functions. The *conciliating* function consists of dealing with conflicts within the group. Occasionally, a crisis within the group may endanger the entire effort, and at this point, a function more active than encouraging is required if the group is to remain intact.

The external functions were termed problem-solving functions. The first of these, the *linking-with-knowledge* function, deals with providing the right information so that enlightened decisions can be reached. This information can be technical information, such as a description of the habits of the bald eagles, as was necessary for one of the problem-solving groups. The educator can share the information orally during meetings or provide it in written materials for the participants to study.

The second problem-solving function, *linking with human resources*, entails putting the group in touch with people who can help with the specific problem. These resource people work with the group for a limited time, generally for the purpose of sharing technical information or giving temporary assistance in physical ways. Contacting vocational school specialists to help the group arrange English lessons for the Vietnamese family is an example.

The *enlisting-support* function comprises attempts by the educator to gain legitimation for the project from influential citizens in the community. It differs from the linking-with-human-resources function in that it does not attempt to include the citizens in the group's activities. The educator merely urges the community people to view with favor, or at least not oppose, the problem-solving effort. For example, the educator who persuaded the local newspaper editor to publish articles in the local paper favorable to the Vietnamese family relocation effort performed this function.

The *coordinating* function includes any attempts by the educator to coordinate the group's activities with the activities of other community groups or governmental bodies. While performing this function, the educator promotes cooperation and prevents the group from competing with some other community group. Field data from the case studies provide little evidence of this function.

The "when" dimension concerns the timing of different functions and/or styles used in the problem-solving process. Organizational efforts obviously would be one of the early needs. Examining alternative solutions to the problem would be appropriate at a mid-point in the problem-solving process, after the group objectives had been thought through clearly. Knowing when to pursue a course of action is an educator skill that contributes to group effectiveness.

The place "where" functions are performed can vary greatly. A group may have a fixed meeting place, but all educator and group efforts may not take place at this site. Indeed, the case studies suggest that decisions were made and education transpired in the local restaurant, the lobby of the bank, the educator's cubbyhole office, and other sites away from the meeting place where the total group and educator interact.

BEST COPY AVAILABLE

The "with whom" dimension deals with how functions might be performed and styles used depending upon whether the transactions are among the total group, participants individually, or with the group's leaders or any other configuration of persons.

Educator Styles

The "how" dimension refers to the style the educator used while working with the problem-solving group. Of the four styles observed, three were considered educational because deliberate attempts to increase learning were introduced into the problem-solving activity, and one style was termed non-educational because the educator concentrated solely on the solution to the community problem. The four styles are not considered exhaustive. They merely represent what the field data revealed about the educator styles seen in the primary case studies.

The *information-provider* style relies heavily on cognitive information. Educators using this style provide technical information and facts about the community, or they link the group members with resource persons who can provide the information. This style would be apparent in most of the functions this educator performs. To enlist support, for instance, the information provider would inform the community of the group's activities. To train leaders, he would describe the principles of effective leadership. To educate in the problem-solving process, he might list the steps in a model he considers applicable to the situation. Since this educator tends to avoid the affective domain, he might not perform encouraging or conciliating functions.

The *demonstrator* style involves showing how to proceed and includes modeling behaviors that the group might use to advantage. This is a more active style than the information-provider style, and is more active in the early stages of the group effort than in the later stages. This style would include some enlisting support and coordinating activities. The educator using this this style would approach training by dialoguing with the members while showing them how to accomplish their objectives.

The educator using the *facilitator* style attends to both cognitive and affective domains. He would stress group functions and serve as a guide when confusion or difficulty occurred. He would approach organizing by working with participants rather than telling them what to do. He would not do as much of the initial work as the demonstrator. He would train by delegating responsibilities to members, and guiding them if the effort was not going well. He would expect the group to be as active as he in enlisting support and coordinating group activities with other community efforts.

The non-educational style, *the doer*, places emphasis on getting the job done; the educator using style performs most functions without involving group members or explaining what is being done. The organizing and enlisting support functions would be done on this educator's own initiative and according to his perceptions of what would be most effective. He would encourage and conciliate if necessary, but his purpose would be to keep the group working rather than for education.

Relationship of Educator Functions and Styles to Group Growth

Several hypotheses relating educator functions to group growth emerged from the analyses of data from the case studies. First, the encouraging function positively influences group growth. Since the group in which the educator engaged in encouraging activity ranked highest in group growth, the strongest case exists for this hypothesis. Second, the linking-with-knowledge function positively influences group growth. Third, the linking-with-human-resources function positively influences group growth. A weaker case exists for this hypothesis. Fourth, the enlisting-support function negatively influences group growth.

These hypotheses suggest some implications for adult education. The strong case for the encouraging function's influence on group growth suggests that the emotional aspect of education should not be neglected in favor of a strictly rational approach. The surprising negative influence of enlisting support strikes a note of caution in regard to the extent to which an educator should help the group in this regard. Initially, it may be necessary for an educator to enlist support in order to overcome opposition to a emerging community problem-solving effort. If, however, the group remains dependent upon the educator for this function throughout the course of the entire problem-solving effort, it may hinder growth.

It is possible that at some point it would be more effective for the group to enlist its own support from the community rather than to have the educator perform this function. Another implication is that performing functions alone is probably not sufficient to assist growth. Other factors have a heavy influence on growth as well, and will be discussed separately.

Strong evidence exists to suggest that trust between the adult educator and the group positively influences group growth. The group ranking first on growth demonstrated extensive trust in its educator. The group ranking second exhibited just slightly less trust in its educator. Functions and styles may be important for educational activity in a community problem-solving situation, but a trusting relationship between educator and participants may be more important than either.

Much evidence exists to support the hypothesis that strong feelings about a community problem positively influence group growth. The three groups ranking highest on growth indicated the strongest desire to change certain situations. This finding is another example of the importance of the affective domain in learning. The educator can help a group integrate strong emotion with rational thought and action. The educator can also help develop strong emotional commitment to the group activity by emphasizing the severity of the problem.

Leadership growth positively influences other group growth. In groups in which educators attempted to train leaders, more members shared leadership roles, which in turn had a beneficial effect upon other aspects of group growth. This hypothesis is closely related to the next one: Attention to adult developmental needs positively influences group growth. The findings in the case studies imply that an adult educator could increase his effectiveness by relating to the different developmental needs of various persons and age groups. For example, data from the case studies suggest clearly that relating to young adults as a mentor may help develop the young adult's leadership potential. This involves relating more on a personal level than on a professional level.

Two related hypotheses drawn from the field data concern leadership growth and educator style. The first is: If leadership capacity is well developed in the group, then a low-activity style positively influences additional group growth. In the groups in which most members assumed leadership roles, extensive group growth occurred under the educator using the information-provider style. The second hypothesis is: If leadership capacity is not well developed in the group, a high-activity style positively influences group growth. The case studies reveal that groups in which members were *initially* unwilling to assume responsibility, the educator using a very active style kept the group intact and cultivated reasonably effective leadership that emerged later in the problem-solving process.

No educator observed in the case studies performed all potentially appropriate functions. Often the educators themselves did not see the educational possibilities inherent in the problem-solving activities, which suggests that in-service programs for adult educators might be offered to help the educators develop the awareness and the skills to increase their effectiveness.

Relationship of Educator Self-Actualization to Growth

The third phase of the research (*The Relationship Between the Adult Educator's Self-Actualization and Growth in Community Problem Solving Groups*, Ronald M. Jimmerson) examined how certain educator personality characteristics or styles contributed to or detracted from individual and group growth in the problem-solving context. The personality characteristic used as the independent variable was self-actualization of the adult educator. This characteristic includes having positive self concepts and positive views of others—neither totally inner-directed nor totally other-directed. The self-actualizing educator might be described in a general way as being constructive, active, giving, enthusiastic, responsible, balanced, patient, and open. The sample used for this phase of the study consisted of 12 rural community problem-solving groups working with University of Wisconsin-Extension agents.

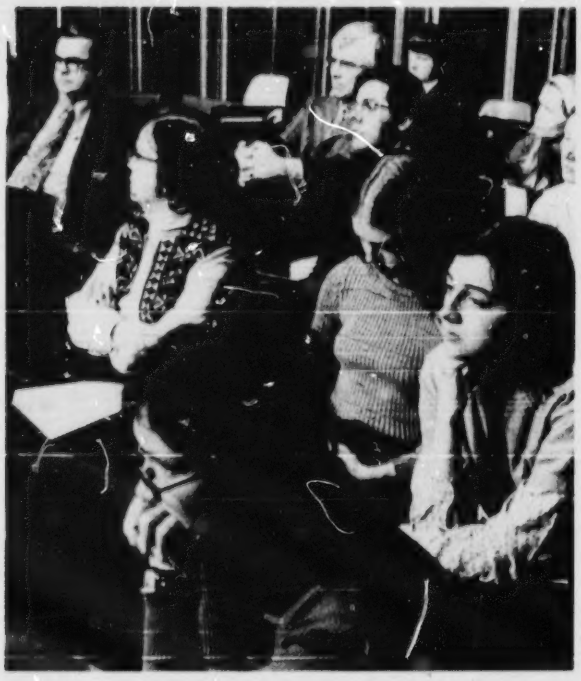
This study concludes that level of self-actualization of the educator had little effect on group or individual growth. This conclusion is based on the low correlations of the educator self-actualization scores with the individual and group growth scales. The one exception was that time competency had a significant positive relationship to educator-group interdependence. Time competency is a measurement of how the individual deals with time, the time-competent person living fully in the present while using the past as reference and the future for planning. This relationship indicates that educators who tend to live fully for the present had a high level of interdependence with group. (See Appendix C)

Educator style, which was a secondary independent variable in this phase of the research, was examined using Franklin's conception of styles as the basis for examination.[35] Franklin's typology of styles was developed from his own field experiences and from observing field faculty of West Virginia University's outreach education unit, the Appalachian Center. Briefly, these styles are:

1. The Instructor, who perceives himself as a font of wisdom and is primarily a disseminator of facts.
2. The Paterfamilias, who is a "father" to the group and who protects, punishes, and rewards the group for its actions.
3. The Advocate, who is assured that he not only comprehends the social problem but also selects for the group from among action alternatives.
4. The Servitor, who serves the wishes of the group and is the implementor of decisions and provider of services.
5. The Community Change Educator, who concentrates on a group-intergroup configuration rather than on the individual as the medium of change.

Educator style was measured using a self-report instrument. Each agent obtained a score for each style based on the frequency with which he reported using the behaviors characteristic of the style. (Agent style scores are summarized in Appendix C, Table 3.)

Group interdependence and stance towards self were measured by self-assessment instruments administered to group members. The interdependence scale included items eliciting information about participation, leadership, power, agent-group interactions, dependence, and independence. The stance-towards-self scale included items regarding self awareness, self worth, and desire for self development.



BEST COPY AVAILABLE

Agent styles in general had stronger relationships to group and individual growth than did level of self-actualization. Six significant relationships were found between styles and the group-interdependence or stance-towards-self scales. The community-change educator style was significantly related to three interdependence scales and had low positive relationships to the stance-towards-self scales as well. Negative relationships of the advocate style to the interdependence scales suggest agents should avoid this style when working to develop group interdependence.

The paterfamilias style had a significant positive relationship to increases in members' desire for self-development. Perhaps members viewed this style of educator as their mentor, since a similar relationship was found by Campbell in the second phase of the study.

Certain group traits appeared to have a more positive effect upon group interdependence and individuals' stance-toward-self scores than did any of the educator styles or personality scores. Apparently, small group size, strong feelings about the problem, active member involvement in the group, and shared influence or power in the group all had a positive relationship to group interdependence and stance toward self. A summary of traits of each of the 12 groups is given in Appendix C, Table 4.

The community-change educator, instructor, and paterfamilias styles had high positive correlations to group traits. This suggests that these educator styles influence group members' commitment to the group, increase shared power in the group, and increase members' satisfaction with the group. The advocate and servitor styles had negative relationships to these variables, suggesting they had the opposite effect.

The data from this phase of the study suggest that group traits are more important than educator style or personality in promoting group and individual growth. The results lead toward other questions about the role of the educator in the problem-solving context. If this role is to be better understood, these questions must be answered.

Questions for Future Research

Each phase of the research raised new questions while generating new understanding about the role of the adult educator. The first phase, as it provided information about individual growth in the community problem-solving context, aroused curiosity about the nature of group growth and the relationships between it and individual growth. It also stimulated the researchers to question how situations and environments affect human growth in the problem-solving context. The second phase, which focused on group growth, revealed the influence of the affective domain on learning, suggesting the need for further research in this area. In particular, trust of the educator strongly influenced growth, suggesting the need for more research on this point. This research should be conducted with a larger number of educators and groups, using trust as the independent variable. Deeper investigation into the influence of educator styles and leadership, the deliberate use of the encouraging function, the importance of trust, and the effect of deep emotion about the community problems upon participant growth, is needed.

Interview data from phase two suggest the need for an in-depth look at the educational potential of interactions at times other than the group meetings and in places other than the meeting site. What happens in these more casual encounters between educator and participants appears to affect the dynamics of the group greatly, but heretofore has not been the subject for investigation. Another question arising from phase two deals with how educator motivation affects educator performance and group outcomes.

Phase three attempted to provide new information about the influence of educator personality and style upon growth. One question of considerable interest emerging from this phase of the study is why more than half the Extension agents scored below the adult norm on the self-actualizaion measurement. Do people with lower levels of self-actualization seek to work as Extension agents? Or is there something in the demands of the job itself that affects the personality of the agent?

Another question of considerable interest emerging from the third phase of the study is whether or not educator styles actually influence group and individual growth, and whether educators tend to adopt certain styles to conform to the perceived educational needs of a particular group.

Data from the third phase of the study indicated that the paterfamilias educator style was positively related to members' desire for further self-development and member satisfaction with the group. It was also positively related to two other stance-toward-self scales. This unexpected finding suggests the need for a more detailed look at how this style actually correlates with members' subsequent participation in other educational activities. This will be the focus of the fourth phase of the project.

Appendix A

Toward a Definition of Individual Growth in the Rural Community Problem Solving Context

(Chere Campbell Coggins)

Synopses of Primary Case Studies

Marquette County Rural Health Center

With the death of one doctor, the impending retirement of another, and the threat that the remaining doctor would discontinue his practice due to overwork, Marquette County's 8,500 residents confronted a crisis in health-care services. Marquette County's University of Wisconsin-Extension Resource Committee sponsored a meeting to discuss the inadequacy of the health-care services and to explore possible solutions to the problem. The group of 30 to 40 persons who attended the meeting appointed a steering committee and began to pursue the possibility of hospital construction. A local minister served in the educator-leader capacity as the effort to secure a health care center progressed.

When the group found that state and federal monies could not be obtained for the project, they decided to build a clinic rather than a hospital, which they felt the community itself might be able to fund. They intended that the clinic house a group practice and have the potential for later expansion. Besides financial problems, the group had to deal with conflict between two towns in the county, each intent upon having the health-care facility. A professional feasibility study was conducted and the steering committee raised $10,000 from their own pockets as partial payment for a professional fund-raising consultant. Just five months after the group appointed its committee, they received their first pledge, which came from the township governing board.

Staffing for the new group practice was secured, construction bids were received, and by October of the same year the health center opened its doors. The clinic cooperates with a another facility for improved ambulance service and the provision of emergency medical training for county paramedical personnel.

Richland Center Vietnamese Resettlement Committee

As the Republic of Vietnam collapsed in the spring of 1975, approximately 143,000 refugees were evacuated to the United States. Various church bodies assisted in efforts to resettle these Vietnamese families. In Richland Center, a pastor with two rural congregations spoke with other pastors about the possibility of the community cooperating to sponsor a family. Out of these informal discussions between pastors came a call to interested persons in the community to join in the effort.

For the next six weeks the community group of about 40 persons, with the rural pastor as leader, accomplished a variety of tasks related to sponsorship. Employers were contacted to determine job opportunities. Housing was secured and household furnishings were provided. Enough financial support was obtained to cover 100 percent of the family's expenses for two months and 50 percent for two additional months.

On August 10, the Vietnamese family arrived. Two group members who spoke French acted as interpreters. The family registered for mail at the Post Office, bought additional clothing, and began to orient themselves to the Richland Center community with personal help from group members.

In mid-October, the family decided to leave Richland Center. They expressed appreciation for the way they had been treated but claimed the climate was too cold. In addition they felt isolated from others who shared their cultural heritage.

The community group decided to use their skills and resources for a second Vietnamese family, but Church World Service informed them that no family was available. The group considered the possibility of a Laotian or Cambodian family, but these families required a five-year commitment for sponsorship, a responsibility the group did not wish to assume.

The project itself had an element of success. The Vietnamese family learned some English, made decisions for themselves about their future in the United States, gained some employment experience, and secured jobs for family members in Seattle and Tulsa, where they had relatives and friends. They appeared to be sufficiently confident to make choices in their own behalf.

The community group paid its bills, disposed of the household furnishings, and discontinued meeting. Through the wide variety of enterprises undertaken to assist the refugee family, the community group members found interdenominational cooperation possible and worked successfully with employers and educators in the community on behalf of the family they sought to assist.

Synopses of Secondary Case Studies

Friendship House, Prairie du Sac

The Presbyterian congregation in Prairie du Sac decided as a group to concentrate on service to the community and began to consider purchasing an historic limestone building in the center of Prairie du Sac for community use. A group, with the pastor as educator-leader, was responsible for evaluating the possible uses for the building and for drawing up a formal statement of purpose. This statement suggested that the congregation purchase the building and use it for administrative offices, a place of fellowship, an educational facility, a service building, and a contact point between the church and community. A successful campaign was launched to gain financial support for the purchase of the building.

After the purchase was made, several small groups met to determine the specific uses of the building, with the pastor coordinating their work. These included youth

groups as well as elderly and middle-aged persons, mainly from within the congregation. The decision was made to use the second story of the building as a "recreation and rap center" for young people, and the first floor for offices, a conference room, and a lounge for townspeople.

A number of local people were involved in the plumbing, flooring, heating, and other renovations needed for the building's new purpose. A decorator planned the decor of the lounge, offices, and conference room. The youth themselves designed and decorated the "Rec and Rap Center."

When the remodeling was completed, the public was invited to use the new facilities. The youth center is seen as a more favorable alternative for recreation than the neighborhood pool hall, and the first floor currently provides a free meeting place for Alcoholics Anonymous, Boy Scouts, the Police and Protection Committee, as well as office space for the minister and the Community Action Program.

Walworth County Zoning Ordinance Committee

Because of new information from a recent soil survey, a revision of the sanitary code, and new legislation concerning flood plain management, the County Board and Regional Planning Commission of Walworth County felt existing ordinances needed revision.

The county agricultural agent and the county regional planner assembled representatives from agricultural organizations in the county to deal with this zoning concern. This group began to develop a new set of agricultural zoning ordinances, and the agricultural agent and county planner spoke at meetings throughout the county to secure responses from other county residents. These two community-development practitioners shared the leadership and education responsibilities.

The new ordinances developed by the group were reviewed by the Regional Planning Commission and the corporation council to make sure their terminology was legally correct. After this review the revisions were approved by the County Board of Supervisors.

It was then necessary for each of the 16 townships to vote on the adoption of the new ordinances. Seven townships voted immediately for adoption, with the remainder fighting specific aspects of the ordinances. Three members from the zoning ordinance committee also opposed the changes. When data collection was completed, the new ordinances had been adopted by 14 of the 16 townships. Two townships are without any zoning ordinances as a result of their failure to approve the new ordinances.

Lake Wisconsin-DeKorra Sanitary District

With the advent of a new sanitary code for Wisconsin, some older homes and cottages in the Lake Wisconsin-DeKorra area were found not to meet the new standards, a definite problem affecting resale of these homes. A study by the state noted the leakage of considerable amounts of raw sewage into the lake, and a resident developed a petition for the formation of a sanitary district which other interested individuals began to circulate.

The persons attempting to deal with the sewage problems were members of the DeKorra Improvement Association, working with a University of Wisconsin-Extension specialist. This group had previously discussed the formation of a sanitary district, but no action had been taken. This time, the majority of land owners signed the petition, although not without reservations about increased taxes and other costs.

Following a number of meetings with the State Sanitary Commissioner and consultation with three sanitary engineering firms to determine costs and benefits, a single firm was selected to perform a feasibility study. The DeKorra Sanitary District Commissioners also visited other sanitary districts for additional information. After consulation with the firm performing the feasibility study, the group drew up an application for federal funding for the sanitary district. When data collection was completed the group was waiting for funding appropriation, being listed 85th on a very long list of applications for similar assistance from other communities.

Rock County Housing Survey

A number of Rock County groups attempted to deal with the need for improved housing in the area. All of the groups found they needed more data to document the housing need and to provide a base from which to apply for local, state, and federal assistance.

The Janesville Community Council took the initiative to form a coordinating committee consisting of members of these groups. The combined group, calling itself the Rock County Housing Survey, applied for and received a grant for the purpose of conducting a county-wide housing survey. A University of Wisconsin-Extension specialist and a member of the Rock County Planning Department assisted the group.

Knowing they had neither the time nor the knowledge to carry out a study of this magnitude, the group hired a survey researcher to perform the housing survey. The researcher designed the survey instrument, drew the urban-rural random sample, trained paraprofessionals to administer the survey, supervised the survey itself, and performed the analysis.

When the results were tabulated, ROCHS found that no shortage of housing existed in the county. The greatest need was for renovation of existing structures and the provision of access to homes and public buildings for handicapped persons. The group shared these findings with organizations in both the public and private domain and then disbanded.

Appendix B

The Influence of the Adult Educator on Group Growth in Community Problem Solving

(M. Donald Campbell)

Synopses of Primary Case Studies

Wyocena

In September 1975, a woman and her husband invited citizens who lived along Park Lake to a meeting in their home to discuss the desirability of obtaining municipal sewer service. The individual septic tank system was less than satisfactory for many reasons: Some septic tanks were too close to the lake; some malfunctioned; some were impossible to repair. Although the need for municipal sewer service had been discussed for 15 years, the previous efforts had never moved beyond the talking phase.

This group, with the help of a UW-Extension resource agent, who served as the adult educator throughout the problem-solving effort, decided to conduct a survey to find out if other landowners in the area supported formation of a sanitary district. The survey revealed broad support for the sanitary district beyond the group's own membership. More than the legally required 51 percent of the landowners subsequently signed a petition requesting legal status. At the hearing, 13 group members spoke in favor of establishing the sanitary district, and 17 letters supporting the district's establishment were read. Establishment of the sanitary district was approved. Consistent with the statutes governing such districts, three commissioners for the district and three alternates were appointed. All were members of the original problem-solving group.

Sparta

The Sparta group convened in 1975 to deal with the problem of increased numbers of mobile homes on land near their own homes, which the group members felt would decrease the value of their own real estate. Monroe County had a zoning ordinance in this regard, but it was so loosely interpreted that mobile home permits were routinely granted, often without the legally prescribed hearing.

The citizens most concerned about the problem contacted a UW-Extension resouce agent, who helped draft a new, clearer zoning ordinance, and assisted the group in its initial organizational efforts. Following this, the community group's efforts consisted largely of learning how to achieve their goals through legal maneuvers. They used a series of legal actions that progressed from public hearings to county appeals board to county court, with generally favorable rulings. When the research was concluded, the group awaited a second court decision, which was expected to be favorable. Their proposed revision of the county zoning ordinance was well received throughout the community, and it was about to replace the older ordinance, providing among other improvements a more explicit ruling in regard to mobile homes.

Sauk City – Prairie du Sac

In early 1974, two environmental enthusiasts initiated a study of the bald eagles that winter on the Wisconsin River near Sauk City and Prairie du Sac. A Wisconsin Department of Natural Resources employee who was president of the Eagle River Environmentalists joined in the study and recruited others for the study effort. When the eagles' roost was pinpointed, it was discovered that the land was for sale and that real estate developers were about to make a purchase offer. The community group wanted to buy the land so that sanctuary could be provided, but local environmentalists were heavily in debt from previous land purchases.

That spring, three meetings which included other organizations and interested citizens were held. From these three general meetings a group emerged intent upon conserving the land for the use of the eagles, with a local newspaper editor as leader. This community group had a number of problems to confront, the most compelling of which was money. In addition to studying environmental issues and enlisting community support, the group began a series of fund-raising events. A canoe race was held and resulted in a $50 loss for the group. Undaunted, they sold buttons profitably, sponsored a buffet dinner with financial success, and held a deficit-producing dance. A variety of modest fund-raising events raised modest sums of money and earned the group prestige among environmentalists elsewhere.

In the fall of 1975, the group received two awards from the Wisconsin Soil and Water Conservation District. They also received two large donations, a gift of $3,000 from a local attorney in memory of his late wife, and a gift of $47,000 from a national corporation seeking a Bicentennial project. The corporation had heard of the group's activities from the National Wildlife Federation. The Federation turned the management of the sanctuary over to the Eagle Valley Environmentalists.

Richland Center

(See synopsis in Appendix A)

Cazenovia

On a cold January night in 1975, a large number of parishioners, mostly farmers, met with a priest who was new to the parish, for the purpose of considering land-use planning possibilities. The priest spoke of the work he had done in this regard with farmers near LaCrosse. The group, however, insisted that the parish school was the community's major problem, and this became the groups's first focus.

At a second meeting, a prosperous farmer from another part of the county described the cooperative efforts of farmers in his area. At a third meeting, the Village of Cazenovia's proposal for a grant from the Department

BEST COPY AVAILABLE

of Housing and Urban Development for housing and sewer improvements was discussed. A house-to-house survey was conducted to secure community data required by HUD, the Wisconsin Rural Housing Cooperative, Southeastern Wisconsin Regional Planning Commission and other agencies that could offer help to the community.

This coalition of persons, working with the priest-educator, did not emerge as a problem-solving group concentrating on a particular community problem as did the four other groups used as primary case studies. The citizens interacted with one another and dealt with a number of community problems in a group setting. The leader was quite experienced in group process and demonstrated an educational style that was different from styles used by other educators examined in the study.

Synopses of Secondary Case Studies

Columbia County

The threat of Milwaukee and Chicago garbage being dumped en masse in Columbia County motivated residents of the county to organize the Columbia County Environmental Protection League in 1970. The League fought the purchase of the land by the garbage-collecting firm, and successfully defeated what they considered to be a threat to their neighborhoods.

Since 1970, the League has concentrated on the Wisconsin Power and Light Company, which has built two generating stations in the area, the second over the group's opposition. The League monitors Wisconsin Power and Light's activities carefully. They compile information on pollutants discharged by the generating stations and they have fought attempts to relax emission standards. At the time of the data collection, the group leader was a Department of Natural Resources employee. Over a period of years, a University of Wisconsin professor provided leadership and impetus when interest lagged.

The League has also urged legislation banning throwaway beverage containers and has considered flood-plain zoning for the area.

Although smaller than the Iowa County Taxpayers, the League has a relatively permanent organization of about 200 members, 25 of which are very active.

Walworth County

A Walworth County resident interested in establishing a nature trail on a converted railroad bed enlisted the help of a UW-Extension recreation agent in organizing a group to work on this project. The agent scheduled a meeting at which a steering committee was chosen to work on the project.

The steering committee incorporated into a non-profit organization and solicited funds from other community organizations. It also negotiated a one-year lease with the Geneva town board for rights to the land. The 40-member group then developed the trail and led nature hikes once or twice a month. The following year the lease was extended for an additional five years.

During the final year of this lease, conflict developed with landowners living near the trail. Some landowners wanted an easement to the trail, perhaps desiring access for snowmobiling. They apparently pressured the town board not to renew the lease. As a result, the town board assumed temporary jurisdiction over the trail.

This action essentially brought the group's activity to a standstill. Previously, the group had considered expansion of the trail to other parts of the railroad bed. The group's board of eight people continued to meet and members conducted nature hikes upon request. In June of 1976, when data collection was completed, the town board had not made a final decision on the trail.

Iowa County

A young farmer living near Dodgeville was shocked to learn in 1972 that property taxes had increased greatly in one year's time. He organized other property owners and scheduled an open meeting to discuss the problem of increasing property taxes in the county. Following this meeting, the Iowa County Taxpayers, Inc., was formed. Two citizens from each of the county's 14 townships were chosen to serve on the board.

This group then worked to hold down property taxes. By threatening to withhold payment of property taxes, the group forced Dodgeville teachers to accept only a 2 percent salary increase. It also organized a successful effort to defeat a Mineral Point school bond issue.

The Iowa County Taxpayers continues to be active. It boasts approximately 3,000 members, but a half dozen people do most of the group's work. The board meets annually, and public meetings are held three or four times each year to discuss tax-related issues. Through a telephone network, all members are apprised of issues that affect the tax rate. This network, together with informal meetings between the most active members, serves an information-dissemination function and reduces the need for a structured meeting schedule.

Concerned Citizens About US 18-151

Plans for a new freeway between Madison, Wisconsin, and Dubuque, Iowa, were welcomed by business people along the proposed route, but were viewed with alarm by area farmers. The proposed freeway would cut through 71 existing farms, leaving 15 of them unsuitable for farming. Attempting to stop construction of this freeway, one woman began organizing farmers living along the proposed corridor in Iowa County and served as leader-educator throughout the controversy.

The Iowa County group met with a Dane County group of similar persuasion in 1973 to plan strategy. The combined group's committee proposed using the existing roadbed as an alternative to cutting a new corridor. The group also hired an attorney, who obtained an injunction against construction for two years. The farmers' viewpoint in regard to the proposed freeway was not shared by other business interests, most of which were convinced the freeway would have economic benefits.

While the injunction was in effect, opposition to the freeway from the farmers' organization and their leader-educator continued. By the time the injunction expired in June 1975, state officials had considered alternatives to the original freeway plan. In 1976, the State Highway Commission reversed the decision and recommended using the existing roadbed and improving the existing road by making it four-lane.

Dodgeville

Late in 1975, the Dodgeville School Board considered construction plans for its middle school. This school consisted of three different structures built at three different times. The earliest section, constructed in 1906, was no longer adequate. Because a great deal of community dissension existed in regard to the construction plans, a citizens' committee was organized to recommend action on one of three alternatives under consideration. The committee was charged with looking over the existing structure, assessing the future needs of the district, and then giving the school board their ideas on the merits of the three plans. A 13-member committee, comprised of individuals suggested by school board members, was formed and chaired by the district administrator, who served in an educator-leader capacity throughout the committee's deliberations. The committee recommended the alternative of tearing down the 1906 structure and adding to the remaining structures. This recommendation was accepted by the school board and has since been implemented.

Appendix C

Relationship Between the Adult Educator's Self-Actualization and Growth in Community Problem Solving Groups

(Ronald M. Jimmerson)

Table 1. Comparison of Extension Agents' Self-Actualization with Adult Norms and Similar Reference Groups

	Agent No.	Tc	I	Tc + I
Extension Agent Scores (highest Tc + I score first)	1	22	95	117
	2	23	93	116
	6	17	98	115
	9	18	84	102
	12	17	85	102
	3	20	81	101
	5	16	84	100
	7	19	75	94
	10	17	71	89
	11	12	76	88
	4	12	69	81
	8	13	65	78
Agents		Mean	17.17	81.33 98.58
Teachers (N = 120)[2]		Mean	18.00	87.30105.30
High School Students (N = 120)[3]		Mean	14.80	74.80 89.60
Adult Norm[4]		Mean	17.70	87.00104.70
Pseudo-Self-Actualizing[5]		Person	20.00118.00138.00	

Shostrom's Personality Orientation Inventory (POI) was used to measure adult-educator (Extension agent) self-actualization. (See Table 1.) This inventory measures the degree to which an individul's attitudes and values compare with those of persons who are developing their capabilities to the fullest extent and who have an enriched life.

The Tc index is a measurement of how an individual deals with time. The time-incompetent person lives primarily in the past, with guilts, regrets, and resentments, or in the future, with idealized goals, predictions, and fears. The time-competent person lives primarily in the present, using the past as reference and the future for planning. Maslow expresses this as "a contrast between living fully and preparing to live fully."

The I index is a measurement of an individual's source of support, whether other-directed (dependent upon and supported by other persons' views), or inner-directed (self-supporting and independent of external pressures.) Self-actualizing persons tend to score between both extremes, though having more of an autonomous orientation.

The Tc + I index is a measurement of the interrelationship between time-competency and support. The self-actualizing person tends to live in the present and rely more on his own self-support and self-expressiveness than does the person who lives more in the past or future. The person who lives primarily in the future tends to rely on expected events for motivation, while the person who lives primarily in the past relies on previous influence from others as a substitute for self-support.

In the summary of scores in Table 1 the adult-educator (Extension agent) scores are listed separately, then combined to arrive at an Extension agent mean. This mean is compared with the means for teachers as a group, high school students as a group, and the adult norm. The mean for pseudo-self-actualizing persons represents a score that indicates an individual may be presenting a picture which overemphasizes his or her freedom and self-actualization.

Table 2. Intercorrelational Matrix for Agent Styles

	Instructor	Pater	Advocate	Servitor	Community-Change Educator
Instructor		.36	.22	.20	.65**
Pater			.43	-.45	.07
Advocate				-.44	.13
Servitor					.39
Community-Change Educator					

** = significant at .05 level.

The intercorrelational matrix, based on the scores of the Extension agents used in the third study, shows that only two of the style scores are significantly related. (See Table 2.) These are the Community-Change Educator and Instructor. All agents tended to use the Instructor style to some extent. As expected, the Paterfamilias style included some aspects of the Advocate, but not of the Servitor. Servitor style appeared to be antithetical to the Advocate and Paterfamilias styles in actual practice as well as in the written style descriptions.

Table 3. Style Scores by Agent

Agent No.	Instructor	Pater-familias	Advocate	Servitor	CCE
1	12	6	6	10	11
2	6	3	5	12	10
3	7	9	7	7	8
4	6	7	4	9	7
5	8	7	5	9	10
6	11	8	6	10	11
7	10	9	5	11	11
8	10	5	4	12	9
9	10	7	5	9	11
10	12	9	5	10	10
11	10	7	7	9	9
12	8	4	4	9	9
Mean Score	9.17	6.75	5.25	9.75	9.66
S.D.	.212	.195	.105	.142	.130

Table 4. Group Characteristics

Characteristics	Group Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Number Active Members	8	15	25	10	10	9	7	20	8	13	8	
Group Age	6 yr.	6 yr.	1 yr.	3 yr.	6 yr.	9 mo.	6 yr.	1 yr.	7 mo.	6 mo.	9 yr.	1.5 yr.
Membership												
Volunteer		x	x	x				x				
Appointed	x						x		x			
Invited					x	x				x	x	x
Area												
Town					x	x			x	x		
County	x	x	x	x			x	x			x	x
Problem focus												
Specific			x	x		x		x	x	x		
Intermediate	x				x		x					x
Broad		x									x	

Characteristics	Group Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Type Members												
Leaders	x	x			x		x			x		
Mix			x	x		x		x	x		x	x
Nature of Group												
Established		x	x		x							
Problem Centered						x		x	x	x		x
Problem-Established	x			x			x				x	
Will Group Continue												
Yes	x	x	x	x	x		x				x	
No						x			x			
Unknown								x		x		x
Frequency of Meetings												
Once/week						x						
Twice/month										x		
Once/month	x	x	x		x		x	x	x		x	
Every 2 months				x								x

References

1. John Dewey, The School and Society (1899), from *John Dewey on Education*, Reginald D. Archambault, ed., Chicago: University of Chicago Press, 1964, P. 298.
2. Howard Y. McClusky, "The Relevance of Psychology for Adult Education," *Adult Education*, Jensen et al., eds., Adult Education Association of The U.S., 1964, p. 169.
3. John Dewey, op. cit. p. 300.
4. John Dewey, "How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process," from *John Dewey on Education*, Reginald D. Archambault, ed., Chicago: University of Chicago Press, 1964, pp. 224-226.
5. Cyril Houle, *The Design of Education*, San Francisco: Jossey-Bass, Inc., 1972, pp. 21-22.
6. Malcolm Knowles, *The Modern Practice of Adult Education*, New York: Association Press, 1970, pp. 52-53.
7. Samuel Strauss, "Guidelines for Analysis of Research Reports," *The Journal of Educational Research*, Vol. 68, No. 4, Dec. 1969.
8. Severyn T. Bruyn, *The Human Perspective in Sociology*, Englewood Cliffs.
9. Chere Campbell Coggins, *Toward a Definition of Individual Growth in the Rural Community Problem Solving Context*, unpublished doctoral dissertation, University of Wisconsin, Madison, Wisconsin, 1976.
10. John Dewey, *Democracy in Education*, New York: Collier Books, 1963, p. 54.
11. Barney G. Glaser and Anselm L. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research*, Chicago: Aldine Publishing Company, 1967.
12. M. Donald Campbell, *The Influence of the Adult Educator on Group Growth in Community Problem Solving*, unpublished doctoral dissertation, University of Wisconsin, Madison, Wisconsin, 1977.
13. Ronald M. Jimmerson, *The Relationship Between the Adult Educator's Self-Actualization and Growth in Community Problem Solving Groups*, unpublished dissertation, University of Wisconsin, Madison, Wisconsin, 1978.
14. Donald T. Campbell and Julian C. Stanley, *Experimental and Quasi-Experimental Designs for Research*, Chicago: Rand McNally College Publishing Company, 1963, p. 12.
15. William W. Biddle and Lourinde J. Biddle, *The Community Development Process*, New York: Holt, Rinehart and Winston, Inc., 1966.
16. Richard Franklin, *Toward the Style of the Community Change Educator*, Washington, D.C.: National Institute for Applied Behavioral Science, 1969.
17. Arthur Combs, *Florida Studies in the Helping Professions*, Gainesville, Florida: University of Florida Press, 1969.
18. Carl Rogers, *Freedom to Learn*, Columbus, Ohio: Charles E. Merrill, 1969, pp. 117-119.
19. Everett Shostrum, "An Inventory for the Measurement of Self-Actualization," *Educational and Psychological Measurement*, Vol. XXIV, No. 2, 1964, pp. 207-217.
20. Herbert Thelen, *Dynamics of Groups at Work*, Chicago: The University of Chicago Press, 1954, pp. 274-295.
21. Richard Franklin, op. cit.
22. William W. Biddle and Lourinde J. Biddle, op. cit.
23. Erich Fromm, *The Revolution of Hope*, New York: Harper and Row, 1968, p. 86.
24. Gordon W. Allport, *Becoming*, New Haven, Conn.: Yale University Press, 1955, p. 62.
25. Carl R. Rogers, *On Becoming a Person*, Boston, Mass: Houghton, Mifflin Co., 1961, p. 115.
26. Claude F. Bennett and Donald L. Nelson, *Analyzing Impacts of Community Development*, USDA Extension Service, Mississippi State: Southern Rural Development Center, 1975.
27. N. R. F. Maier, *Problem-Solving Discussions and Conferences*, New York, New York: McGraw-Hill Book Co., 1963.
28. William W. Biddle and Loureide J. Biddle, op. cit.
29. Wilfred R. Bion, *Experiences in Groups*, New York: Ballantine Books, Inc., 1974.
30. Herbert A. Thelen, op. cit.
31. Herbert A. Thelen, op. cit.
32. Herbert A. Thelen, op. cit.
33. Cyril O. Houle, *The Design of Education*, San Francisco: Jossey-Bass, Inc. 1971, pp. 21-22.
34. William W. Biddle and Loureide J. Biddle, op. cit., p. 61.
35. Richard Franklin, op. cit.

Gloria A. Hay is a graduate student in the Department of Continuing and Vocational Education, University of Wisconsin-Madison. Jerold W. Apps is a professor in the Department of Continuing and Vocational Education, University of Wisconsin-Madison.

Contents of this publication may be reprinted without permission. Credit is not required but is appreciated.

The Research Division of the College of Agricultural and Life Sciences, University of Wisconsin-Madison, publishes this information in support of its programs and provides equal opportunities in employment, programming and admission. **Single copies of this publication are available free** to Wisconsin residents from county Extension offices and to others from the **Agricultural Bulletin Building, 1535 Observatory Drive, Madison, WI 53706.** The Agricultural Bulletin Building quotes prices for bulk orders. Order by serial number and title.

JUNE 1981

R3118 **THE ROLE OF THE ADULT EDUCATOR IN PROMOTING GROWTH IN RURAL COMMUNITY PROBLEM-SOLVING GROUPS**